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CAMPING MAGAZINE



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Religion In Camp Edna Dean Baker
Control from the Rear Roland Burbank
Camp Safety Wilbur S. Russell
Workmen's Compensation Insurance Rates R. L. Allen
Modern Trends In Camping Paul A. Samson
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VOLUME XI

NUMBER 7

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You Will Want To See This!

At Asilomar

*Seventeenth Annual Convention
American Camping Association*



*Asilomar, Pacific Grove, California
January 25, 26, 27, 1940*

Group Work In Camping

By

HENRY M. BUSCH

Western Reserve University

Editor's Note: This address was presented before the American Camping Association Convention in St. Louis, Missouri, February, 1939.

WITHIN the past half decade social group work has arisen to a place of new interest. Group work may be a new term, but the field in which the modern leader of social groups operates is not new. It is as old as human association. It is found in the the family group, the play group, the tribal council, and the little circle of friendly intimates who have always had a powerful effect upon molding the choices, approvals, and standards of the individual. The objectives espoused by group work are not of recent origin. People have always sought fun and relaxation, interesting leisure-time activities, new experiences, counsel, guidance and instruction, inspiration and a sense of group solidarity. Neither are the by-products of group association uniquely modern, for human beings have long sought that recreation which has meant the rebuilding of their powers. Civilized man has always desired increased knowledge and efficiency; he has always expressed some social interest and he has always been subject to the disciplines of his fellows.

Within recent years, however, we have become aware of a new importance and possibility in group work, because we have been stabbed awake as to the real significance of groups in American life. Our society has always been affected by pressure groups. Among them are such groups as Chambers of Commerce, trade associations, labor unions, and stockholders' committees, and such political groups as reform organizations and political rings interested primarily in patronage. Possibly our sense of the importance of groups has been accentuated by the depression, for as tension increases, bitterness is intensified, rifts widen, and conflicts ensue, the average person seeks support and inspiration from those of his fellow men who are like him in viewpoint.

Within very recent days a new interest in

the place of groups in American life has developed because many of us recognize that groups are at the center and heart of democracy. The growing bitterness and insolence of the threat to democracy hurled at free peoples by dictators are causing us to re-examine democracy, to re-dedicate ourselves to it, and to make it function.

We are learning that democracy is not merely a method of ballot-counting, so that a numerical majority may make the rules and administer the governmental machinery for the rest of us. Democracy is a way of life. Democracy is a faith in human possibilities. Democracy is the doctrine and practice of sharing experience. It is not alone a faith nor an ideal. It is not a free gift; it is an achievement.

If America is to develop a democratic life in which differences are adjusted, uniqueness is preserved, conflicts are peacefully settled, and culture is to advance, we shall have to learn the techniques of democracy.

We learn by doing; we learn by understanding and by insight. Inspiration and vision are important, but the final test of learning is the ability to use. We learn by trying things out. So in social situations we learn to adjust to and utilize group relationships by practice in group relationships.

American life is a tremendous web of voluntary group relationships. What the quality of these relationships is to be will be determined by the ideals and practices of the young people of today. Those ideals will not grow out of thin air and those practices will not come by preachment, but they will develop from the day-to-day experiences which young people are having in group life.

Only as leaders in group work and camping see that the quality of group relations is the test of their work will group work and camping have deep social significance.

We need to learn anew the significance of Santayana's saying, "Everything spiritual has

natural roots and everything natural has a spiritual development."

Not only have groups power in adult life through direct pressure and influence, but groups have even a greater influence upon character through the indirect and often unrecognized pressures which they exert. Our language, dialects, colloquialisms, our clothing, our tastes, all illustrate the force of social approval.

Hartshorne and May some years ago showed that children conform to standards of honesty and fairness set by their play companions rather than those espoused by home, school, and church. This was in line with the statement made by Dr. William A. White, the psychiatrist of St. Elizabeth's Hospital, who, as early as 1917 pointed out that youngsters seek the approval of other youngsters, not of adults, and that they do these things which bring them recognition and approval from their playmates.

In *Leadership in Group Work* I have told a story which at this point will bear repeating. I was riding downtown on the Euclid Avenue car in Cleveland some years ago. Upon arriving at a junior high school about fifty children boarded the car. They rode as far as the Museum of Art and then started to dismount. It was a pay-as-you-leave car and the fare was eight cents. After about a dozen children had left the car, the conductor suddenly reached outside the car and pulled one boy up by the coat collar. He said, "Drop your nickel." The boy said, "I did." The conductor said, "You did not, you dropped three cents." Meanwhile, he had closed the doors and about forty youngsters were being delayed in their efforts to leave the car. The argument was fast and furious, and finally the teacher pushed her way through the crowd. She said to the conductor, "You let that boy go. He's honest and if he says he dropped his eight cents, he did." The conductor answered, "Lady, you don't know nothing about kids. You're only a teacher. Boys ain't honest on street cars. He only dropped three cents." Meanwhile, his companions, who had taken the situation as a huge joke, changed their attitude and one said, "Come on, drop your nickel. He's on to you." The boy dropped his nickel with a grin and said, "Wise guy, that conductor", and in a few

minutes the youngsters had all left the car and we were on our way downtown.

I approached the conductor and said, "What did you mean; boys are not honest on street cars"? He answered, "You heard me, I meant just what I said. They all try to cheat a little. It's a game". I then asked what percentage of boys are dishonest on cars. He said, "How do I know? 90, 95%—Most boys". Then reverting to my role as professor. I made a tactical error. I said, "That interests me because a couple of Yale professors spent about \$45,000 to find out how honest kids are in ordinary situations, and they came out with the conclusion that about 93% of all children cheat on street cars. The conductor gave me a strange look and said, "Did you say \$45,000? Good God, I would have told them for \$4.50".

Observe that when the other youngsters approved of the cheating it was the smart thing to "put one over" on the conductor, but when they became irked by the delay and demanded that the boy pay his fare, he did so cheerfully. The point is worth repeating that children, young people, and even the majority of adults do things which are approved by their groups; not because they are right, just, and ethically desirable. If the group thinks it smart to violate the prohibition law, the law loses its effect. If a group considers it clever to play slot machines, the local police will have even a harder time enforcing anti-gambling ordinances than they do at present when too few of them show any interest in enforcement anyway. But, if through long practice and the establishing of standards accepted by the members themselves, a group practices good sportsmanship, fair-mindedness, tolerance toward other people, and approves interest and competence in arts, those qualities are likely to become pervasive qualities in a community.

Camping affords ideal conditions unparalleled in the rest of modern American life for controlling group standards and practices. If we believe in democracy, and if we understand the importance of practicing group relationship in developing the democratic way of life, we will endeavor better to understand the contribution that our field may make toward the enhancement of American values.

We learn most readily when we are interested and desire activity. The child who comes to camp is all "set to go". He, as a psycholo-



Courtesy, Journal of Health and Physical Education

gist would say, is "in readiness" for a wide variety of activities. The normal life of the camp provides opportunity for almost every type of enterprise found in daily life and most of these enterprises take place in a group setting.

The camp situation, like the rest of American life, provides not only one group to which the child must adjust himself, but many groups. There is the whole camp as a general group, the tent or cabin group as a substitute for the family, the special interest group, and the many pick-up groups of children formed spontaneously for games and sports. Every one of these associations furnishes the opportunity for practice in social life and the sum total of all will constitute the camp's contribution as an educational agency.

The normal American must adjust to a variety of groups daily, and if he is to make his contribution to our common life, he must know how to play his part in all of his associations. Proficiency in social effectiveness comes only by practice, and the camps, in furnishing variety and repeated opportunities for group

practice, are laying a foundation upon which adult activities in a democracy may rest.

Thus far, I have stressed groups, but I hasten to say that groups are not an end in themselves. They are a means to the end of developing strong, self-reliant, and happy personalities who can take their share of responsibility and contribute to the common good.

If some group workers have over-emphasized the group, many camp directors have over-emphasized the individual. We have seen that the individual is more the product of group influence than he recognizes, but let us not forget that the individual is the final locus of character, of personality, and of creative effort. The choice is not between the individual or the group. It is the individual and the group.

Groups satisfy a need for companionship and for approval. They furnish a challenge to achievement and their competition and judgments sharpen the edges of personal competence, but above all, groups are little laboratories in democratic living.

(Continued on Page 23)

Religion in Camp

By

EDNA DEAN BAKER

President, National College of Education

Evanston, Illinois

A small child gazing at a bowl of lilies-of-the-valley said, "Pale green leaves, do you feel the sun? Lilies, you will feel the wind when you are out-of-doors. Then your bells will ring!" Is this remark a religious expression? Does it have any connection with the religious development of the child?

An art teacher made a variety of materials available to her classes at the Christmas season. An eleven-year-old girl modelled a statue of the Madonna and the Child. When the teacher looked at the statue, she saw that the Madonna was Greta Garbo and the Child, Shirley Temple. Was the modelling of these figures a religious experience for the girl?

We have been accustomed in the past to associate religion with creeds and churches. With a deepening understanding of the psychology of development and the function of religion we have come to distinguish it from all systems of theology, although it is their inceptive and motivating force. Religion means, to an increasing number of people, an inner spiritual experience which makes possible a life of greater vision, confidence, peace and power than would otherwise be possible. According to this interpretation the creeds and churches are like many paths to the top of the mountain. Some paths are shorter and straighter; some provide finer outlooks, wider views, and more opportunities for service; but they all seek the top of the mountain.

Such a psychological experience is religion at its best, and does make a profound difference, as Henry Emerson Fosdick says, "in the integration of personality and the moral drive of character." We might, therefore, sincerely covet religion at its best for our children, but how are we to secure it to them.

Is the religious experience of the child or youth necessarily different from that of the grown-up? Yes, because any immature individual is different from a mature person and hence his experiencing is different. We admire the child's simplicity, sincerity, trustfulness and spontaneity; yet, we are not blind to the

fact that we have a healthy, little primitive, largely acting in response to impulse, instinct, desire, tendency. The child's religion is very like the religion of early man, and largely the result of tradition, suggestion and imitation. Behind all external influences, however, there does seem to lurk a dawning religious consciousness. Helen Keller at ten years of age, deaf, dumb and blind, wrote, "Who made the earth and the sky and everything? Who made the sun warm?"

To children, as to primitive men, all the objects of nature are alive; rocks, streams, wind and sun, dolls and toys. Here the saying of the young child is explained, "Lilies, you will feel the wind when you are out-of-doors." To many children unseen playmates, fairies, angels, and spirits, are a reality. "God is not a man, a woman, a lady, a baby, or a German. He's a spirit," said a six-year-old.

To children, too, as to primitives, objects may have peculiar potency,—a rag doll, a pillow, an old blanket. In other words these objects are a fetish, and without his favorite object the child is lost, imagines himself deserted and often cries himself to sleep.

The child's earliest reflections on God and the origin of things are mythical and God has definite form. He may be thought of as an old man, a strong man, a mother, a cloud, a sunset, a rainbow, a tree, or a bird.

Children can readily accept the idea of an all-powerful God but not so readily the thought of his being everywhere. "How can God be here and in London?" asked one child. "Does God go with us when we drive to camp?" inquired another.

As the child grows older he gradually, if guidance is helpful, moves from the concrete concept of his earlier years to more abstract ideas, and begins to appreciate God-like qualities of character. He tends to identify these in persons and to pass through a period of hero-worship. Sometimes his ideal characters are found in books and again in life. The young girl who modelled Greta Garbo as the Madonna

and Shirley Temple as the Child was putting her feeling for these characters into the divinest forms which she had contacted. Jesus, Buddha, Mohammed have served countless millions as ideals. All of us, like the child whose mother remarked that she was leaving him with God, go through a period when we "want someone with a face."

Can we teach a child or youth religion? In one sense we can; in another sense we can not. We can help him to acquire the habits and attitudes that will make a growing religious experience possible, in the various relationships to his fellows and in all forms of service to them. We can help him to acquire certain techniques of getting in touch with the universe—with God, if you please. Such techniques would include careful observation; clear thinking; meditation and prayer; caring for plant and animal life; creating beauty through the arts; aesthetic appreciation; and the ability to strive for higher standards.

We can not, on the other hand, make the connection between the child or the youth and God. That happens, that takes place, when all is in readiness. The connection is made, power flows, need is met, life is enriched. Constantly higher stages of consciousness are achieved. The adult can echo the remark of the child, "God does the last little bit you can't manage."

Where does the child or youth acquire religion: He can get it in any situation in which appropriate stimulus and response are possible. He is constantly picking up his impressions of life, and having the experiences that may be termed religious.

What can camp do? Camp, like home, has the greatest opportunity because of the twenty-four-hour day, the continuous contact with the child. The setting in nature and the group plan of living also provide a very favorable environment. The handling of all relationships with these boys or girls is important, relationships to counselors, to servants, to workmen, to neighbors, to parents and other visitors and to one another.

Problems of sex and racial and religious difference may have an acute bearing upon religious development. Lessons in regularity and system are essential to a correct understanding of and adjustment to the world in which we live.

Guidance is needed in supplying books, pictures, stories, music and, also, worship experiences through opportunities to commune alone in nature and to participate in a group service.

1940 CONVENTION

AMERICAN CAMPING ASSOCIATION
ASILOMAR, PACIFIC GROVE, CALIFORNIA

January 25, 26, 27, 1940

An out-of-door vesper hour under the pines, taps at sunset and sunrise, singing in the canoe or on the hike, sleeping in the open under a canopy of stars, these are never-to-be-forgotten religious experiences. Creating poetry, songs, stories, and drama gives joyous and lasting expressions often to their inspiration.

The questions of children and youth offer the most direct approach to their religious needs as well as affording the opportunity to keep the search for truth, vigorous and daring. The artist counselor puts the child or youth in the way of answering his own questions, as often as is practicable on these occasions.

Careful observation, patient investigation and experiment, reading and study, thinking through problems with a close check on data and a testing out of each solution, can all contribute to making the child independent. When questions must be directly answered by the counselor, in the field of religion, where so much is a matter of individual opinion and belief, it would seem wise to avoid authority and dogmatism. Children and youth thrive on the freedom to choose between two or more possible answers to a question. "Did the waters of the Red Sea open to let the children of Israel pass through?" "Is the story of Jonah and the whale really true?" "Can people today heal as Jesus did?" These are a few of the questions where the child may be introduced to more than one opinion or belief, and permitted to think through to his own solution.

Camp might do all that we have suggested and still fail the boy or girl if it did not give a sense of emotional security. Every child must feel that he belongs, that he receives genuine affection and respect, and that there is an understanding of his personality difficulties. Without this background, he misses the first essential in religious experience. On the human side, we have not represented the universe or God to him in such a way as to give him confidence, faith and hope. "At home they think I am bad and so I am bad," said a girl of nine to a visiting friend, during her first summer at camp, and then she continued, "But here they think I am good and so I am good."

CONTROL FROM THE REAR

By

ROLAND BURBANK

Head, Woodcraft Dept.
Aloha Camp, Vermont

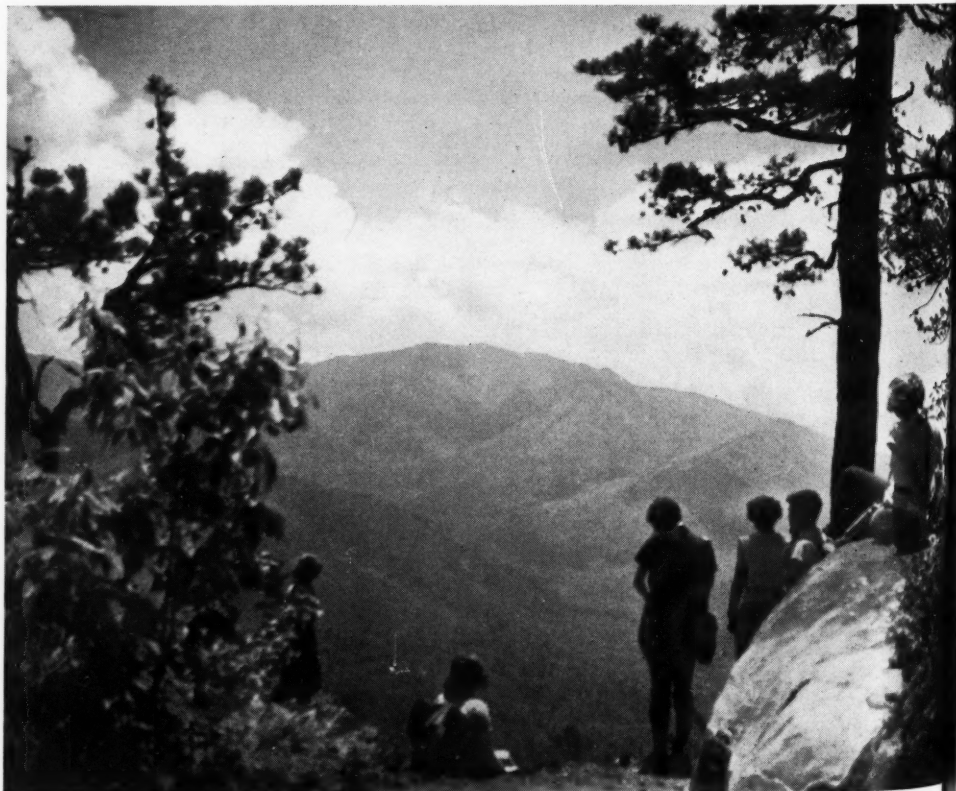
obtrusive glance made sure that no one had strayed from the party.

This girl was one of Aloha's older campers. She and many girls like her are fulfilling the old tradition that the girls exercise as much leadership and responsibility as they can. In leading as in other things, we learn by doing. With this ever in mind, the woodcraft department at Aloha takes every opportunity to put a girl in a position where she must make decisions and be the responsible leader.

For long mountain trips the girl leader is chosen well in advance. The first thing she must do is to plan the trip thoroughly. After the general locale is decided upon she gets out maps, guidebooks and road maps so as to make herself familiar with the area she is about to cover. She posts a notice, sometimes gaily and humorously illustrated, to let the other campers know

Photos by Carlos C. Campbell

THE long line of eighteen girls and counselors wound up the steep mountain trail. At a ledge they paused to rest and look at Haystack across the deep ravine. Some strangers, coming down the trail, stared at the man who was in the rear of the party. Their glances held a puzzled look. He was obviously in charge. Why, then, wasn't he up front where guides generally are? The man at the rear chuckled to himself. This look of wonder on the faces of passers-by had become a familiar one. While the party rested and drank in the view, there was one girl who concerned herself with her companions. Were their feet in good shape or were blisters beginning to form? Did she detect signs of fatigue in any of the girls? Presently this girl said, "Come on, let's go before our muscles stiffen." While girls tugged at their packs and got to their feet, her quick, un-



about her trip. Food and equipment lists are prepared. She warns the kitchen of the approaching departure and arranges with the office for transportation. She gathers together the girls who are going, to advise them what to take. Once the trip is under way she is the one who must find the trails, must watch to see that the girls' health and spirits are high, and must make the countless little decisions that have to be made in a day's mountain traveling. One of the most beneficial parts of the experience is the discussion, after the trip, between the leader and the counselors who went with her, on how well she led the trip.

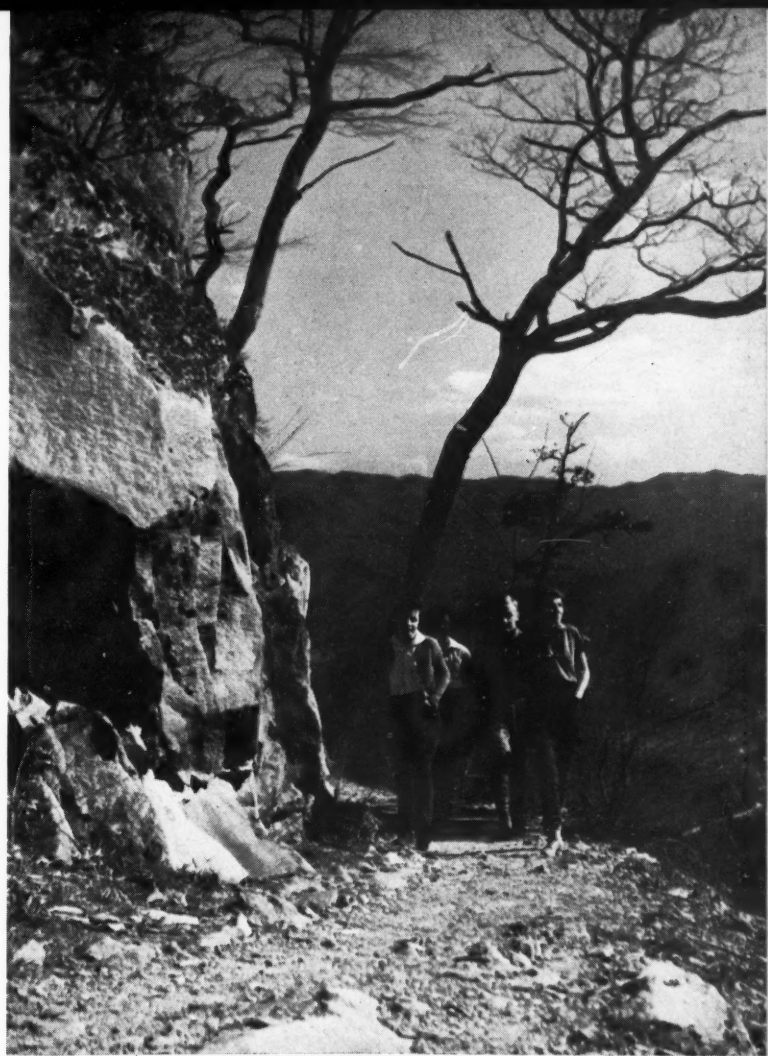
There is a girl leader for most of the short hikes and over-night trips that are taken nearer camp. It is on these trips that the younger girls get the experience that qualifies them for more difficult leadership tasks. Here the problem is simpler. The number of meals to be eaten is fewer and distance from camp is much less.

In instructing campers in the ways of the woods, Aloha tries to have older girls teach the younger ones. Sometimes the situation is a formal one—an experienced camper will undertake to make a compass yield its mysteries to a neophyte so that she may qualify in this phase of outdoor knowledge. Again the situation may be informal—helping to adjust a pack, a reminder to tighten shoe laces before descending, or pointing out the best source of dry firewood.

Each Sunday night the camp splits into several groups to cook the evening meal at some favorite camping spot. These experiences are entirely planned and executed by the girls. During the week some older girl will make a menu, a food list, and an equipment list. She has this approved by a woodcraft counselor and the dietitian. Next, each unit appoints one girl to be in charge of the supper and several others to help her. The girl in charge of the supper comes to the woodcraft department, studies the menu, and then assigns various tasks to her helpers. Some will build fires, some will cook the main dish, some the cocoa, and some will clean up.

Late Sunday afternoon busy little groups can be seen getting food and equipment together. Soon with packs on their backs they disappear in all directions. For about an hour camp life goes on as usual. Then the counselors and the remaining girls of the units can be seen gathering to go to see what their committees have cooked for them. During this time the girls have been busy with fire and pot, and when the gang arrives they are ready with

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Some Notes Pertaining To

CAMP SAFETY

By

WILBUR S. RUSSELL,

Camp Wilderness

EACH year drownings, serious accidents, and avoidable illness attest to the fact that we who direct summer camps have not reached perfection in the supervision of safety. The attitude of "it can't happen here" is responsible for a lack of critical self-examination of ourselves and our program of safety in camp. It is this constant critical examination of all the danger points and the elimination of them that makes for a safe camp.

It goes without saying that a single drowning in a private camp will just about finish that camp. In an institutional camp the serious accident does not affect the camp quite so much, but will have very serious consequences. A single serious accident in one camp will affect the confidence of many parents in all camps. I do not believe that this attitude is fair, since a boy is much safer in an organized camp than running at will through the city streets, but it is a very real thing that we must contend with. Parents are tolerant with their own carelessness, but are never tolerant of the carelessness of a camp. Each accident causing a lack of confidence in parents prevents hundreds and perhaps thousands of boys from having a camping experience.

The direction of a safety program must and does rest squarely on the shoulders of the director. He may delegate a part of this job to others, but he must take the responsibility. Each camp is different, with different safety problems and different solutions, but there are a great many common problems and common solutions which will be discussed briefly.

Transportation

Some 39,000 or more people are killed and hundreds of thousands of people injured each year in the United States by automobiles. It is only natural that camp transportation units should share in this great hazard. My guess is that in all camps, transportation offers a greater hazard to life and limb than all other activities combined. Here are some questions we might ask the director in the safety check on motor vehicles used in his camp:

1. Are the drivers licensed by the state, in which your camp is located, to drive your cars or trucks if a license is needed? Do they have the proper license?
2. Are your drivers familiar with all state driving regulations and traffic laws?
3. Do your drivers abide by all traffic laws and regulations, or do they abide by them just enough to avoid arrest?
4. Are there special regulations to govern safety in the camp cars which will fit the individual needs of the camp?
5. Is your camp lane or driveway posted with proper warning signs to protect the campers? Do your camp car drivers abide by these signs?
6. Do you have sufficient and proper insurance on all camp motor vehicles?
7. Do you have a weekly or frequently regular check-up by a competent and experienced mechanic to determine the safety of the car?
8. Does the best driver in camp drive when campers are being transported, or is anybody good enough?
9. Are the campers trained to avoid all "horse-play" while in the cars, and is the general discipline of the camp such as to insure prompt obedience?
10. Are your drivers safety conscious?

Marksmanship

Marksmanship under competent instruction is, I believe, as safe as most activities. However, serious accidents have occurred and can occur again, so we should turn our "safety spotlight" on the entire program and see what we can do to make it even more safe. We might ask:

1. Is the riflery counselor a man of mature judgment and always on the lookout?
2. Is the riflery counselor a man who is trained for his job?
3. Does he hold a commission as instructor in the National Rifle Association?
4. Is the rifle range designed so as to insure safety in case of an accidental firing?
5. Are the guns and ammunition kept locked at all times except when in use under the riflery counselor?
6. Is the use of the rifle forbidden at all times except when the riflery counselor is in charge?
7. Are the boys trained to be safety conscious when handling guns?

8. Is discipline such that you have instant and absolute obedience on the rifle range?

Archery

Although archery is not considered a dangerous sport it has possibilities which cannot be overlooked. When a camper can drive an arrow through a one-inch plank there is an element of danger.

1. Is your archery range designed with safety in view? Will a "wild" shot have an opportunity for injuring a camper?

2. Is your leader safety conscious?

3. Are your archers safety conscious?

Treatment of Injuries

Every camp, it is accepted without saying, should have a small building set aside to care for injuries and for isolation in case of suspected illness. This room should be spotlessly clean and adequately equipped, and should be used only for first aid, health, and physical measurements and illnesses. Each camp director should ask himself the following questions:

1. Has the counselor in first aid had sufficient training and experience?

2. Is the equipment adequate?

3. Are all campers required to report all cuts, scratches, and minor injuries to the hospital.

4. Is a record kept of each injury treated?

5. Has the counselor in charge of the hospital been trained to recognize symptoms for common diseases?

6. Does the registered nurse, interne, medical student, or first-aid man prescribe internal medicine, and thus make my camp a violator of the state medical laws for practicing medicine without a license?

7. Does a licensed physician supervise the first-aid work, and is he called to treat all cases of illness, other than the simplest cuts, scratches, and burns?

8. Does the licensed physician make a periodical health examination of all campers?

The Waterfront

The waterfront in the average camp would be safer than the other places where a boy might swim, without much supervision. However, we cannot afford to overlook a single safety factor. We are in the spotlight when an accident does occur. The director must constantly check the swimming beach, and every form of aquatics. He should ask himself:

1. Is the waterfront director properly trained for the position?

2. Does the waterfront director have adequate experience?

3. Is he "on the job" 100%?

4. Does he have sufficient assistance on the beach, or does he work alone?

5. Does a life boat manned by a trained life-saver patrol the margin of the swimming area?

6. Is there a "beginner's crib"?

7. Is there sufficient life-saving equipment such as coiled rope, ring buoy, long cane pole, etc?

8. Is the "Buddy System" used?

9. Are the waterfront regulations posted in a conspicuous place?

10. Is the whistle for "buddies" blown at regular, or irregular intervals?

11. Are all swimmers, including staff members, required to swim by "buddies"?

12. Does the waterfront director carefully check on the buddy check board, and see to it that each swimmer "checks in" and "checks out" with his buddy? Does he see that the boys do not leave the beach before turning over their buddy tag, or does he announce at meal time that "Johnny Doe" forgot to turn over his buddy tag, and should go to the waterfront and do so? Does he know absolutely that each boy is alive and out of the water, or does he wait until dinner to find out?

13. Does the waterfront man point with pride at the number of rescues, or does he look with pride at having a beach so well organized that no rescues were necessary?

14. Is the pier, diving boards, diving tower, etc., safe? Is there sufficient life-saving apparatus available at the point needed?

15. Are the swimmers segregated into sinkers, swimmers, and advanced swimmers?

16. Are all the swimmers taught and drilled in matters of water safety so that they will know how to swim safely when swimming at the public beaches and other places?

17. Are staff members allowed to swim alone, or at any time desirable to them, or are they required



to abide by the rules and regulations which govern the campers?

18. Is the Red Cross Life-saving course an important part of the waterfront program?

19. Is the waterfront staff organized into a life-saving corps—drilled and trained to make it impossible for an accident to occur?

Rowing

A rowboat is a splendid craft for a camper to learn habits of carelessness. Most people think that a rowboat is perfectly safe, and it usually is depending on the occupants. I recall an incident, however, where a camp director, an assistant, and two boys drowned crossing a lake in a rowboat. Let's ask the following questions?

1. Are the boys or leaders allowed in rowboats who have not passed the qualifications in swimming?

2. Are boys required to take a course of instruction before using rowboats?

3. Is the capacity of the boat printed on the boat?

4. Is safety stressed in the rowing instruction?

Sailboats

Sailboats are regarded, I am told, by insurance companies, as being twenty times as hazardous as rowboats or canoes. There are real hazards to be considered. Certainly every precaution that affects canoes and rowboats should be taken with experienced and capable leadership.

Canoeing

The canoe is regarded by most parents as being the most unstable craft afloat. However, probably no other sport appeals to one's romantic imagination as does canoeing. The canoe is distinctly an American craft. This staunch little craft was the principal means of providing sustenance for an entire tribe when organized hunts were conducted on the open seas in search of seals or even the mammoth whale. In fact, the canoe was the principal means of transportation on the American continent before the coming of roads, being used by both the white man and the Indian.

Accidental upsets can practically all be avoided if a few simple rules of safety are adhered to, and proper and sufficient training is given each boy who is allowed to enter a canoe. Here are a few questions:

1. Is the canoeing instructor safety conscious, and does he emphasize safety above all else in his program?

2. Is each boy required to swim a half mile before entering instruction?

3. Is each boy required to take a course in canoeing instruction before using canoes?

4. Are boys allowed to go out in canoes alone, or must they always be accompanied by a qualified canoeist?

5. Are the boys taught what to do in case of an upset, and then drilled in that procedure until the instructor is sure that they would be safe even in case of an upset?

6. Can each qualified canoeist enter an empty canoe from the water ten times out of ten without upsetting?

7. Have the canoeists been instructed and trained in the care of the canoes?

8. Are boys allowed to go canoeing when fully clothed, or are they required to dress for swimming so that they will be prepared "just in case"?

9. Is an accidental upset considered "just one of those things that frequently happen" in your camp, or is it an exceedingly rare occurrence?

10. Are your canoes roughly handled and need frequent repairs and replacements, or does each canoe last many seasons? This lack of care of a canoe denotes carelessness in canoeing—the main reason for accidents.

Conclusions

The above questions and comments are merely suggestive. Each camp has different problems and, of course, a different solution. There are several general factors that go to make up a safe camp. Some of them are:

1. Being eternally on the lookout for hazards, and then correcting them.

2. Don't be careless about the known hazards such as transportation, waterfront, etc. "Familiarity breeds contempt" is quite true in this case.

3. A strong discipline which will insure prompt and absolute obedience from campers is absolutely necessary for the maintenance of a safe camp.

4. Sit down with a few staff members and figure out just what and where the next few accidents will occur. Then prevent them.

5. Institute a safety council composed of elected representatives from the campers.

6. Secure outside aid in solving your problems. Remember an outsider who is familiar with camps can see many things you are too close to, to recognize.

We all claim that summer camp is the safest place for a child to spend the summer. Let's guarantee this to be true.

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	Hotel Employees	Private Camp Employees	Organizational Camp Employees	Educational Institutions	
				Professional Employees	Other Employees
Average.....	.96	1.21	1.18	.12	1.13
Alabama.....	.68	.83	.83	.08	.....
Arizona.....	1.38	2.06	2.06	.13	1.89
Arkansas ¹.....	.....	.....	.....	.....	.....
California.....	.98	1.23	1.23	.13	1.21
Colorado.....	.91	.96	.96	.08	.96
Connecticut.....	1.17	1.19	1.19	.11	1.39
Delaware.....	.60	.35	.35	.13	.....
Florida.....	.86	.89	.89	.09	.89
Georgia.....	.71	.89	.89	.07	.85
Idaho.....	1.02	1.25	1.25	.....	.....
Illinois.....	.71	.78	.78	.09	1.16
Indiana.....	.78	1.05	1.05	.07	1.11
Iowa.....	.90	1.01	1.01	.09	.93
Kansas.....	.75	.95	.95	.08	1.04
Kentucky.....	.82	.93	.96	.07	.96
Louisiana.....	.71	1.37	1.37	.12	1.18
Maine.....	1.15	1.32	1.32	.11	1.18
Maryland.....	.90	1.75	1.75	.12	.70
Massachusetts.....	1.20	1.35	1.35	.10	1.01
Michigan.....	1.03	1.21	1.21	.11	1.37
Minnesota.....	1.10	1.95	1.95	.13	1.64
Mississippi.....	.....	.....	.....	.....	.....
Missouri.....	1.18	1.75	1.75	.13	1.37
Montana.....	1.00	1.80	1.80	.08	.....
Nebraska.....	1.18	1.72	1.72	.14	1.63
Nevada ¹.....	.....	.....	.....	.....	.....
New Hampshire.....	.86	.91	.91	.....	.96
New Jersey.....	1.30	1.65	1.65	.....	1.30
New Mexico.....	.65	.82	.82	.07	.85
New York.....	1.65	2.33	2.33	.20	2.20
North Carolina.....	.78	1.17	1.17	.10	1.05
North Dakota.....	1.00	1.00	.30**	.30	.....
Ohio.....	.80	.45	.45	.....	.45
Oklahoma.....	.93	1.35	1.35	.10	1.26
Oregon ¹.....	.....	.....	.....	.....	.....
Pennsylvania.....	1.50	.90	.90	.31	.....
Rhode Island.....	.83	.94	.94	.09	.95
South Carolina.....	.93	1.27	.68	.12	1.19
South Dakota.....	.83	1.08	1.08	.09	1.08
Tennessee.....	.62	.78	.78	.08	.80
Texas.....	1.30	1.45	1.45	.13	1.71
Utah ²	1.61	1.86	1.86	.15	.34
Vermont.....	.57	*	*	.07	.....
Virginia.....	.64	.89	.89	.08	.94
Washington ¹.....	.....	.....	.....	.....	.....
West Virginia.....	.35	.35	.35	.35	.35
Wisconsin.....	1.29	1.77	1.77	.13	1.55
Wyoming ¹.....	.....	.....	.....	.....	.....

¹ We cannot cite the rates for these states since they are either pure employers' liability states or monopolistic state fund states and such rates as may exist for these classifications in such states are not comparable to those which are quoted for the remaining portion of the list.

² Rates quoted are Stock Carrier Rates; the State Insurance Fund rates are 20% less.

* "Special" was all the information we obtained.

** Those Organizational Camp employees who travel have a rate of \$1.60.

A comparison of state rates for Workmen's Compensation Insurance (per one hundred dollars salary paid) for camps with those fixed for schools and hotels should be interesting to camp directors. This information was compiled during the past summer. The writer will not attempt to draw any conclusions from the data. It is planned to turn this information over to an Insurance Committee of the American Camping Association for analysis and action.

Certain observations are apparent. There is essentially no difference in the rates for private

and organizational camps in the states, with the exceptions of North Dakota and South Carolina. The rates for hotel employees are less than those for camp workers; the same holds true in a comparison of schools and camps. Whether the risk is so much greater (as implied by the rates) for camp employees than for professional and other employees in schools and workers in hotels is a moot question. Should camps enjoy rates that more nearly approximate those of educational institutions?

—Ross L. Allen, Managing Executive, American Camping Association.

Modern Trends In Camping

By

PAUL A. SAMSON

Superintendent

Springfield Boys' Club

A paper given at the Boys' Club section of the Annual Convention of the American Camping Association, New York City.

WHEN we open up the subject of modern trends in camping, we find that the term "Modern Trends" encompasses all of Camping. For it is a movement which is still in its infancy and undergoing a tremendously rapid growth. Perhaps the most significant single factor in the whole situation is, that camp directors are comparatively unanimous on the point that camping has not "arrived" and are freely turning the spotlight of inquiry and research upon their own camps. Indeed this research is not confined to individual camps, but within the last year or two has been country-wide in scope. Some fine leadership is being provided in this connection by the Committee on Studies and Research of the American Camping Association and we look forward with a great deal of interest to the findings of their survey conducted last summer. When these research projects are wide enough in scope to yield a sufficient body of information from which reasonably accurate deductions may be made, we may soon develop a yard stick with which to measure our individual camps. Such a yard stick will not, of course, be too rigid nor will it be the final word. But the average camp director would greatly welcome such a tool, with which he might evaluate his own camp. Many camps are changing their program practice in order to go along with progressive education. But generally speaking (with a few notable exceptions) camping still lags far behind the movement in its methods and techniques. However, the conception of camping as an educational enterprise is rapidly gaining ground not only in camping circles but also among some of our leading educators.

In the situation as it exists today, there is a tremendous span of difference in organized summer camps. They are still independent to a large degree, and individualistic. Anyone

who has the cash and the urge, regardless of qualification or training can secure a site, erect a cabin or two, get up a fancy folder and presto! advertise an ideal, high grade summer camp. Health regulations and matters of sanitation have been so poor in some of these camps, that in several states the Departments of Health have awakened to the menace and are realizing the importance of some sort of regulation. Some states inspect their camps and issue certificates of rating. This brings up the question of existing laws affecting summer camps. I understand that the American Camping Association has recommended that the National Parks Service, through their legal department, survey and codify laws affecting organized camps.

To many Boys' Club Directors the democratic government of camp and the educational approach to program is a recognized ideal. To put these into actual practice is another matter. Circumstances peculiar to our field create real problems. For example—the brief period (in the average about 2 weeks), which the individual boy spends at camp. The democratic process takes time. Eight weeks is short enough, but two weeks! A boy is just beginning to discover his interests and becoming adjusted to his new surroundings when he has to go home. How can we hope for much in the development of skills and social adjustments in such a brief period?

Also we have a real problem in the matter of leadership. The average Boys' Club camp is set up on a very conservative, and in many cases, meager budget. The educational approach in program practice depends largely for its success on well trained staff and counselors, men who understand the laws governing the growth of personality. To hire such men requires money. And to hire them in sufficient numbers to adequately meet the need is beyond our financial resources.

When we think of Modern Trends as it con-

(Continued on Page 22)



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SEVENTEENTH ANNUAL CONVENTION
AMERICAN CAMPING ASSOCIATION

January 25, 26, 27, 1940



A VIEW AT ASILOMAR, CALIFORNIA—1940 ACA CONVENTION, JANUARY 25, 26, 27

What Parents Expect of Camp Counselors

By

CHRISTINA E. PENNINGTON

Director, Camp Interlochen

Editor's Note.—This paper was read by Mrs. Pennington before a Counselor Training Class at Albion College, Albion, Michigan.

TO find an answer to the question as to what parents expect of camp counselors, it would seem to be necessary to go back to another very fundamental question, i.e.: Why do parents send their children to camp at all? The reasons given by parents for "Why Camp for my child" will undoubtedly also reveal the answer as to what they expect from camp in its various aspects and angles.

To me the basic thought must be "What does the camp itself stand for"—what are its ideals, its standards, its purpose. This should be the first consideration of the parents in deciding where to send a child and it should be of equal importance to a counselor in becoming a part of a camp for a summer. Almost without excep-

tion parents express themselves as expecting the counselors in a camp to embody the spirit and purpose of that camp. Parents must depend upon the judgment of the director in choosing only such counselors as will cooperate fully in the principles upon which the director has founded the program and purposes of that camp. The responsibility of getting the right counselor in the right camp does not lie entirely in the hands of a camp director. It should be the responsibility of one seeking a counselor position to inquire most carefully into the type of camp to which she applies. There are all sorts from which to choose; large camps with short-term groups coming and going, where a counselor must strive for quick results; smaller camps where the majority of campers stay all summer, giving an opportunity of building a community thought with camper "citizens"; there are camps which offer a very free pro-

gram for both campers and counselors; camps, which hold to a conservative type of program, with the counselor's time both on and off duty definitely arranged; camps, which choose a middle course, affording a program which is carefully arranged, but gives an opportunity for daily choice and change to suit weather and desire; there are camps where little attention is given to the social life and thought of the counselors and where there is great freedom as to hours and habits; there are camps which hold that a summer camp offers a unique opportunity for counselors as well as campers to live in wholesome, joyful companionship, each expecting the best of one another. So we might go on quite indefinitely for there are as many different *types* of camps, as there are camps; each one has an individuality all its own.

Counselors should take care not to align themselves with a camp, whose ideas as well as ideals bore them and in which they have no particular interest beyond a pleasant experience and an occupation, which at least "pays expenses for the summer."

Why such care in choosing? Because should you become a counselor in camp with whose aims you are antagonistic, it is unfair not only to the director of the camp, to the camper, to the parents, but also to yourself—it exposes your lack of understanding and appreciation of the camping movement in its scope and value as an educational factor in the development of youth today.

Parents take it for granted that you reflect the spirit of the camp and that you are wholeheartedly upholding its best purpose and cooperating in its type of programming. If this is not true of you—then you are in the wrong camp and can only do harm where you should be using an opportunity for great service.

I wrote to several mothers, whose daughters I knew had gone to camp, asking them to tell frankly just what they did expect of counselors. Here are some of the desirable qualities.—One mother would like to see in her daughter's counselors—to quote:

"Counselors must have a noble standard—one of their own; we expect courtesy, cleanliness, patriotism. The counselor of each group has such endless opportunities. To use all these, she must first have respect and a true sense of values, a realization of the value of a life, just one boy or girl and how really precious each one's life is. Then a counselor must do a great amount of thinking how she can lead—by a large understanding, a splendid guiding by the art of *judicious* 'letting alone'."

Another mother wrote:

"I would always be glad to find a something spiritual in a counselor—the one thing that is so needed in the world today."

She describes her ideal counselor as

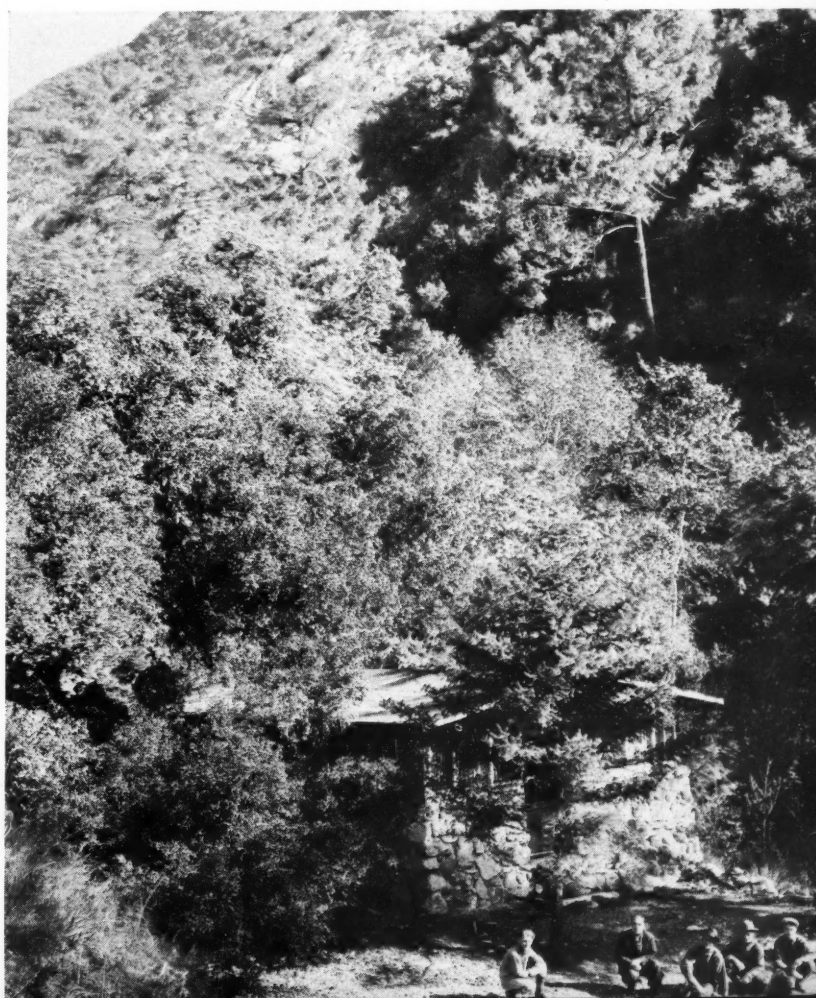
"Fine to look at, nothing artificial, having good sportsmanship, integrity, a spirit of unselfishness; one who inspires in the campers cooperation and thoroughness, kindness, cheerfulness, and combines the spirit of play and work—one who is earnest, but not too serious."

She concludes by saying, that she has given such a large order that she would sum it all up by saying that a counselor, who can inspire campers with the two qualities of good sportsmanship and cooperation is doing a fine work. "If one has those qualities, the other things will come."

A third mother touches upon the question of camp friendships, their value and the possible need of right guidance of the camper by her counselor. Hers is a most helpful and practical statement of what she would like to find in her daughter's counselors:

"I should like to feel that a counselor would be on the alert to recognize traits in my daughter that would prevent her from making friends, or keeping them. Having noticed the traits I should expect

Courtesy, Journal of Health and Physical Education



her to have established the kind of relationships with my child that would permit her to discuss them with her in a profitable, friendly way.

"I think a counselor should try to determine which camp activities would do the most to develop my child, this to be based upon her special needs. Unless the child is very maladjusted to begin with, I believe a parent has a right to expect that the child will return at the end of the summer with better skills and techniques for getting along with girls of her own age.

"Since my children are inclined to be shy, I suppose I would be especially pleased with any counselor who made them more outgoing.

"I think in camp there is a good opportunity for stressing courtesy, table manners and general deportment, and counselors are a continual example.

"Camp will have to be a happy place, if these things are going to be accomplished. The counselor then would have to be emotionally mature, and herself well adjusted to be of the greatest benefit to the camper."

From another mother we quote:

"As a parent the qualities I would wish for in a camp counselor are:—charm, cheerfulness, patience, vivacity, an adequate understanding of child psychology, a great love of the out of doors, a sympathetic reasoning with the child's viewpoint, and the ability to seem as young as the child without loss of dignity.

A mother of two younger girls believes that if a child is old enough to go to camp, she is also old enough to profit by the finest influence of her camp counselor. She would look first into the counselors natural qualities of

"(1) character—(2) personality. Under character I would want her to be dependable, upright and honest and to have integrity. I would want her to possess that intangible something that we might call beauty of spirit.

"Then under personality, I would want her to be well-bred, tolerant, joyous or cheerful—(Not Polly Annaish, however). I would want her to have a good sense of humor, to be keen, lively, healthy, fun-loving, tactful, girl-loving, but not 'crushy.' I would want her to be a living good example to my girls. I would not want her to either smoke or drink during the camping season. While I do not feel that either is a moral issue, I would not think that smoking or drinking fitted into the camping picture.

(3) "Having satisfied myself with the character and personality, I would then look to the *training* of the counselor. I would want her to be a good psychologist, have a sound knowledge of the subject under her direction and a natural inclination for her work.

"This is a big order, I know, but I do not send my children to camp to get rid of them, but that they may develop those characteristics that will

stand them in good stead. They need to live with other girls and they need to be directed."

The final letter from which I quote recognizes the truth that perhaps a mother—in her natural desire to have the very best for her child—may expect more from her camp counselor than is humanly possible or probable in one normal and average person. I pass it on to you, feeling sure you will appreciate her understanding thought for the counselor, who assumes the responsibility of being an example for the daughters, who look to them for inspiration and guidance.

"It is a bit difficult to discuss the subject of what parents should expect from camp counselors, as we are inclined to bend toward the ideal, which, of course, is impossible to find.

"Narrowed down, we should be contented, if we can find the type who, in short, will be a desirable companion for our teen-age daughters. During these plastic years, a child is so very apt to build ideals from the examples before them, and it is essential that what they idealize be worthy of that 'hero worship.'

"I should think that what we all at heart desire in these leaders is that they be at camp because they want to be counselors, and not just to spend the summer in the open air. They must be vitally interested in the problems of these girls; level-headed, well-balanced, keen, and with sufficient moral integrity that they recognize how very impressionable these young girls are, and then act accordingly. Which, I think covers just about everything. Anything more than that, and we would feel that we had reached Utopia."

By this time you must be feeling that the only quality not mentioned is the one which at this moment you have the very most of—and that is *humility*. To have so much expected of us, as counselors, is bound to make us conscious of our own lack in a thousand ways—however, humility is not a bad thing to have, if one uses it as a spur to overcome the things he lacks. Altogether, too many young people, in making application for a counselor position, over-estimate their ability and qualifications. It is wiser to be reasonably modest and surprise the camp director with unexpected ability than to be over-boastful and disappoint the director by failing in responsibility assignments. (That last comment is made as a camp director, not as a parent).

In the January issue of *The Camping Magazine*, there is an unusually clear statement of the qualifications and responsibilities of a camp counselor written by Elizabeth Wardley. You would do well to read the entire article of which
(Continued on Page 28)

Editorial

A Badge On His Arm

It was on the banks of a little lake in the Canadian wilds, north of Minnesota. The game warden had chanced our way the day before and had camped with us that night. He was good company and we were profiting by his familiarity with the region and his knowledge of the local woodcraft. And so we accepted gladly his offer to guide us to a recommended fishing falls in the river at the end of the lake.

As we moved out from the shore a little cloud of smoke, low hanging over the water on the far side of the bay, caught our eye and we pointed the bows of our canoes that way, to discover a group of older campers from a boys' camp on a post-seasoned trip into the wilds.

"Good morning, boys," we called as we docked our canoes and introduced ourselves.

"Game warden, you say, huh?" commented one of the boys. "Looking for someone?"

"No," said the warden, "I'm seldom out to arrest people. I'm just interested in conserving the woods—the animals, birds and fish."

"See this badge?" asked one of the boys. "I won that in camp this summer. It's a conservation badge. You have to know all about conservation to get it."

"Fine," said the warden. "I wish everyone knew enough about conservation to wear such a badge as that. How's the fishing?"

"Wonderful!" exclaimed one of the lads. "Look what we caught before breakfast this morning!" He took us to upwards of thirty game fish—wall-eyes and an occasional north-ern pike—lying on the rocks.

"Those are beauties," exclaimed the warden.

"Want them? You can have them."

"No," said the warden. "I won't cook dinner until evening and I can catch a fish in five minutes then."

"Well, I guess the fish hawks will have to eat them," said the boy. "We're starting on our way now and I'm not going to haul all those fish all day. I don't like fish anyway—the canned cornbeef we've got is better!"

The warden looked inquiringly at us and then at the conservation badge on the boy's lumberjack.

"What kind of bait do you use?"

"Plugs," said the boy. "I'll show you," and

he opened his bait box to reveal an array of vicious-looking plugs each equipped with a number of murderous gang hooks (hooks in clusters of three).

"No wonder you catch fish by the boatload," commented the warden as he fingered the gang hooks from which no fish could hope to escape.

"Sure," said the counselor-guide in charge. "Those are all good baits, but the best one is this," and he picked up a flat wooden plug. "Look at all those hooks. When you get a fish on that, you've got him."

"If I were going to use those plugs I would cut off the barbed ends of all but one of the hooks and give the fish a sporting chance," said the game warden.

"Not me," said one of the boys, and the others chorused agreement. "When I fish, I want to catch fish."

We looked at the pile of magnificent game fish on the rocks, their fighting hearts forever stilled, waiting for the scavengers of the air to swoop down upon them.

"You say you won that badge for knowledge of conservation?" said the warden, as we stepped in our canoes to depart.

A few days later our canoe nosed up on the American shore in front of the outfitting post from which we had started—our days in the wild were over.

"What do you think of the war?" asked the trader in greeting us.

"War?" we inquired, somewhat bewildered.

"Sure," he said. "Another world war was started two weeks ago!"

Suddenly the world of peace and quiet from which we had just emerged seemed more appealing than ever, and the impulse came to turn the canoe back again for the life of the game warden and his battle to save the wild life. But no—problems are never solved by trying to escape them; our job is back in the world of men and youth. His is up in the wilds. But as we headed southward toward "civilization" and its problems, it was with a renewed resolve to do our bit for the cause of the wilderness and its conservation—realistically and not merely by wearing badges or holding titles.

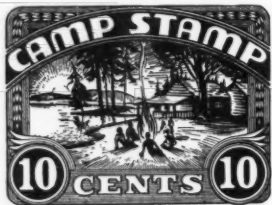
Seen and Heard

Camp Saving Stamps Come To the Fore

Do you remember the days when we used to save cigar bands? Then it was brightly lithographed pictures of flora and fauna which we wheedled out of cigarette smokers, then pictures of famous baseball players, etc., etc., etc.

Boys and girls have not changed in that regard from the seemingly dim and distant days when we were youngsters. Give them a series of anything

interesting to collect and they will vie with each other for the best collection. Perhaps that good old habit is due to the acquisitive instinct, perhaps another label might be better suited for it.



Whatever it is, its outward manifestations are symbols of something deep-seated and fundamental. The important fact is that it is there.

This healthy tendency is being turned to good purpose by progressive camp directors with Camp Saving Stamps which are available in small denominations which boys and girls can afford and in a variety of colors to make the game interesting. The cost as compared to the thrift inculcating virtue of these stamps is small. (If ever boys and girls needed lessons in thrift they need them now). If camp saving stamps served no purpose beyond that of helping to implant thrift, they would be well worth their cost. They contain other worthwhile ingredients as well.

Where is the camp director who does not lay awake nights when registration time rolls around? Stamp promotion can rid you of some of your camp promotion worries. By starting your camp savings plan early you place yourself in a position to estimate your enrollment earlier. A camp savings system started in the fall and diligently followed means camp fees paid in earlier and that is all to the good.

Camp saving stamps unquestionably help youngsters to self-reliance. They represent one of the ways of weaning boys and girls from the bad habit of depending on Mother and Dad for everything, including camp fees. Parents are undoubtedly more willing to reward their children with small sums for unusual tasks performed when they know that these rewards will be saved for next summer's camp. In the same manner neighbors will more willingly employ children for small odd jobs when they know the earnings will be turned to good ad-

vantage. There are many other opportunities for advantageous use of stamps, among these being the earnings from handicraft classes maintained throughout the winter months by camp directors whose products in the form of bird houses and other small handicraft items are readily purchased by folk in the community either through merchants who are interested in youth or by direct solicitation. Receipts are then paid to boys who have earned them in Camp Saving Stamps instead of cash.

While camp saving stamps are designed primarily for closely knit groups as, for instance, community, church, Boy Scout, and Y.M.C.A. camps, private camp operators can successfully inaugurate the plan by mail to parents of campers and prospective campers, or by direct correspondence with boys and girls. Camper reunions are particularly fruitful occasions for inaugurating the plan among groups which do not meet at regular intervals throughout the year.

Camp Saving Stamps are not new. They have been successfully used by many camp directors. They merit your serious consideration. For a product of merit, contact the Artcraft Novelty Company of Grand Rapids, Michigan, whose advertisement appears in this issue.

American Education Week, 1939

The 1939 American Education Week observance will be held November 6-11, 1939. "Education for the American Way of Life" is the general theme. As in previous years the National Education Association has prepared materials to assist schools in planning for this observance including colorful posters, leaflets, stickers, and packets containing special folders for the different school levels prepared by field committees in various sections of the United States. Useful alike to the classroom teacher, principal, superintendent, or American Education Week committee. Early planning will help you make your observance most effective. For complete information, write to the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C.

Rainey to Become President of the University of Texas

Dr. Homer P. Rainey, director of the American Youth Commission, has been appointed President of the University of Texas. He took office at the beginning of the present academic year.

The American Camping Association is deeply appreciative of the fine work which Dr. Rainey has done as Director of the Commission. We wish him continued success in his new position!

The Classics At Camp

By
JAMES LIOTTA

*At Grasmere in the country of the lakes
The greying Wordsworth walked when twilight
fell—*

*He listened to the song the green earth makes
And deep within his heart knew it was well.*

POETRY is linked inseparably with the great out-of-doors. It is the voice of nature calling out to humanity to follow its woodland trails and discover beauty in its sunlit recesses. It is the remembrance of an Indian council fire casting a ruddy glow on the faces of a hundred eager listeners. It is the memory of the mist rising over the lowlands by the river. Yes, whatever poetry may be it is innate in the life of any camp. One cannot be in close communion with the wonder of grass and trees and sky and still remain divorced from those elements which are the essentials of poetic thought. One cannot view the marvel of a newborn day or the glory of a sunset without being somehow akin to all the great poets that ever lived and becoming something more of a poet himself.

For primarily we are all bards in one degree or another. Every child that sets foot in camp has in him those capacities for appreciation and wonderment that are the heritage of those who have drunk from the Pierian spring. Shelley musing on a lonely beach; John Keats trudging through the beautiful English countryside; they were not radically different from the little boy who pondered on the formation of a blossom at your camp perhaps this past summer. The only difference lies in the accentuation of perception in the great man, in the articulation which he can give his impressions. Incumbent in every child lies the silence which blossoms into poetry. What is more tinged with some of these youngsters when confronted with the qualities of lyricism than the utterances of camp in all its manifestations after the drab monotony of a slum street?

There is the definite need for the introduction of poetry at camp. It is there and only there that the child can enter into the spirit of it. Bare schoolrooms and dusty books are inadequate to instill that love of literature which

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is such a solace to the adult mind. You cannot hammer the essence of the classics or of any poetry into the heads of reluctant students. Rather set the child in an environment wherein he can see the things that the great poets are talking about, where he can live and feel the emotions of which they speak. Then the road will be wide open for poetry and the camper will understand. The classics are the magic abode of childhood and they are instilled with its wonderment.

Modern Trends

(Continued from Page 14)

cerns our own camps we therefore come face to face with these two vital factors of leadership and program. Let's consider the matter of securing leaders. In spite of our limited resources, what should we look for in the selection of a counselor? We immediately think of his personal qualities such as character, originality, enthusiasm, interest in boys and camp. He may have all of these and yet fail miserably in a camp situation which calls for cooperative technique and guidance. In the selection of counselors many use prepared application forms, and the use of counselor rating scales has been most helpful. Charles Hendry, now on the national staff of the Boys' Clubs of America, has developed some of the best of these.

In the past, much emphasis was placed on the securing of counselors with skills. Skills are still desirable but the most desirable counselor is one who conceives his job to be one of cooperative companionship with the boys in his charge.

What are the Modern Trends in program? Many of us are still making activity an end in itself. We are so keen on getting a boy busy "doing something" that many camps still retain a system of awards as an incentive to participation. We all know the futility of this procedure and yet many directors are at a loss, for their problem seems to be to quickly get a boy occupied with something. In the camp where great reliance is put on external incentives and awards, you will usually find a sort of feverish activity and one can fairly feel the tension in the air. As soon as an award has been won, the boy drops the activity and another one is pursued. From such camps boys return home often in an exhausted condition. No, if the program is to produce character training and personality adjustment of a desirable kind it must be free of such artificial stimulation and tension. The particular activity engaged in is not so important as what is happening in the situation as a whole. Is it an activity of his own choosing because he is interested in it? Has it creative possibilities? Is he happy and unhurried? Has it carry-over value?

Most of us have long ago abandoned the cut and dried program where boys were regimented into the various activities which had been care-

fully planned by the director. External incentives to activity are also slated for the scrapheap and are going fast. But, as in many other things, we have to take the situation as we find it. We see the vision of the ideal but we must deal with realities. There is not a great deal we can do about the short-term camper situation. It will be with us for many years to come. Which is rendering the better service to needy boys, the camp which serves 150 boys, for a full period of eight weeks or the camp which serves a total of 600 boys, 150 at a time in two-week periods?

The latter situation is the one that confronts the majority of Boys' Club directors. It may be that some day, summer camps will be found to be such fertile educational soil that camping will be incorporated into our educational system. And I, for one, do not believe that this is such a far-fetched dream. In the meantime, to use a current popular word, let's be realistic. If we cannot attain the ideal, let us work towards it.

It seems to me that (accepting the short-term camper situation as we find it) there are four lines along which we must proceed if the brief term in camp is to have much character-guidance value for the boys:

1. We must seek to know the boy, his home and community situation as fully as possible before he comes to camp. If that were done we can more quickly, more easily, and with greater understanding help him become adjusted to the camp situation. And the more naturally and joyfully will he enter into its activities.

2. We must find more money for adequately trained leaders. The shorter the time in camp, the more difficult is the problem for the counselor. We need young men of real insight and understanding—and in addition, training. Such men are not to be had for nothing but are worth their "hire" if our real purposes are to be achieved.

3. We must constantly and critically examine our program practices so that even in the brief period of two weeks, there has been some gain in the boys' attitude towards real life situations as he finds them at home; and some gain in the discovery of new skills and more satisfying health habits.

4. We must, if at all possible, have some sort of follow-up at home to help him retain and expand these gains. The cooperation of parents and teachers would help greatly. Of course I

realize this takes time and staff workers, and in some cases it simply can't be done. But again, if we can't do it all, perhaps we can do something.

Other trends in camping, which can only be mentioned briefly are:

1. Year-round use of camp.
2. Craft work—The trend is away from imitative toward the creative and original, with the greater use being made of natural materials found around camp.

3. Some camp-leaders are asking if we are not bringing too much of the artificiality of modern city life into our camps. The equipment of some camps compares favorably with the summer hotels.

4. Making possible in the camp program, more opportunities for cultural appreciation. Opportunity to hear fine music and guidance in the understanding and appreciation of it. More time and opportunity for the learning and observation of the beauties of nature.

Someone said that "we learn of life by exploring it." What an opportunity and what a challenge summer camps offer for such exploration!

Attention, Private Camp Directors

Will all private camp directors east of the Rockies who think that they may attend the annual meeting of the American Camping Association at Asilomar, California, please send word to Dr. A. P. Kephart, President of the Private Camp Group, Camp Yonahlossee, Blowing Rock, North Carolina, as soon as possible? A day's program is being prepared and attendance by eastern directors will be an important factor.

Pennsylvania Directors Evaluate Their Camps

At the June meeting of the Pennsylvania Section it was decided by the directors of that area to evaluate their camps according to the camp standards established by the George Williams College Camp Institute. A copy of these standards, together with a self-rating chart, was sent to such directors with the suggestion that he self-rate his camp.

Send for These

The following new publications by the government are free: *Homes for Birds*, No. 1456; *Common Useful Birds*, No. 630; *Common Game Birds*, No. 497; *Food for Well-Known Birds*, No. 506. These are "farmer's bulletins" and obtained from the Department of Agriculture, Washington, D.C.

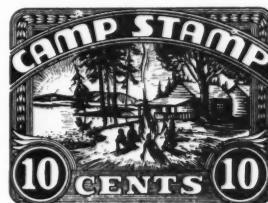
Forest Trees of the Pacific Coast costs \$1.00 and is obtained from the same source.

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Group Work

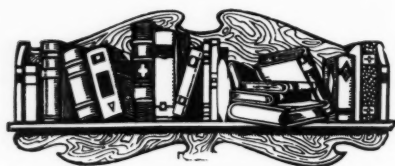
(Continued from Page 5)

The general and idealistic aims which I have been suggesting will not be achieved except under experienced leadership. Only as a camp director inspires and trains his staff to see the possibilities in group situations, and only as he coaches the counselors in free, unregimented methods of directing activities will the values of group work in camping be achieved.

There are some people who feel that strong leadership is inconsistent with democratic practice, but again this is a false dilemma. There is little likelihood of educating children adequately unless they are led. The very derivation of the word education, *ex duco*, implies leading. As a matter of fact, no camp director has a right to take the responsibility for children unless he is prepared to exercise even dictatorial discipline at times. The first re-

(Continued on Page 26)

Book



Corner

Trees of the South

By Charlotte Hilton Green (Chapel Hill: University of North Carolina Press, 1939) 551 pages, illustrated, \$2.50.

This interesting and beautifully illustrated book presents the trees of the South from the nature study rather than the systematic approach. While following the usually scientific classification and organization its descriptions are popular, alive and abounding in interesting observations of sidelights. Probably its most appealing aspect is in large size photographs setting forth each tree as a whole, together with separate pictures of its bark, leaves, fruit and other interesting aspects. This is a book made to order for the nature counselors—and is a nice volume to have in the home.

Woodcraft

By Bernard S. Mason (New York: A. S. Barnes & Co., 1939) 580 pages, illustrated, \$2.75.

The 580 pages of this volume with its 1000 illustrations constitute a veritable gold mine of material for the camper and camp leader, on woodcraft, campcraft, and crafts based upon forest materials. Its wealth of practical ideas are set forth against a picturesque background with a full appreciation of the aesthetic side of the subject.

Says Ernest Thompson Seton regarding it "With a complete understanding of the word in its biggest sense, Bernard S. Mason has prepared a new work on the subject of Woodcraft in which field he has indeed made himself a master. Here is a book of practical woodcraft. Equipped and guided by this even the tenderfoot led by a tenderfoot cannot go far astray. I predict for Mason's *Woodcraft* a great and continuing success. It is bound to be rated as an essential guide in every camp and camping trip of the folks who like to go forth for a spell of the wilderness."

The Camp Counselor

By C. Walton Johnson (Weaverville, North Carolina: Camp Sequoyah, 1939) 12 pages, paper, 25c.

A challenging statement of the role of the counselor in the modern conception of the summer camp as an agency for teaching children the art of living. Attractively printed, sound and thought-provoking, this little pamphlet would make an appropriate and most acceptable item to place in the hands of a counselor beginning his preparation for a season in camp. It can be obtained in quantities.

Camp Management

By H. W. Gibson (New York: Greenberg, Publisher, 1939) 304 pages, \$5.00.

A revised edition of Mr. Gibson's well-known book by this title, originally published in 1923 by Association Press. New chapters have been added, some chapters omitted, and all the material rewritten and brought up to date. All phases of camp administration are treated—objectives, leadership, solicitation of campers, equipment, sanitation, health, nutrition, waterfront, insurance, camp spirit, spiritual opportunities, laws affecting camping, etc. It is designed as a handbook for the camp administrator. Bibliographies at the end of each chapter. Illustrated with diagrams and photographs.

Day Camping

By Maude L. Dryden (New York: National Recreation Assn., 1939) 32 pages, paper, 25c.

A pamphlet dealing with the objectives, guiding principles, promotion, organization, leadership and program of the day camp. The first part deals with the day camp of the organizational type and the last part with the private day-camp. There is a bibliography.

Cooking, Carrying, Camping on the Appalachian Trail

By W. Edwards (Washington, D.C.: Press of Wm. Jarboe, 1939) 72 pages, paper, 25c.

An excellent, concise little manual on hiking, equipment, fire making and cooking, designed for hikers on the Appalachian trail. It is full of good suggestions for the beginner. The chapter on fire making by Warren N. Watson is noteworthy for its conciseness and soundness.

Youth in European Labor Camps

By Kenneth Holland (Washington, D.C.: American Council on Education, 1939) 303 pages, cloth, \$2.50.

This report based on an inquiry conducted for the American Youth Commission traces the growth and present status of the work camps abroad. It throws interesting and valuable light on the social, educational, and political significance of the CCC Camps in this country which in their beginning were influenced by a prior development of work camps in many European countries. The book is amply illustrated by photographs.

FOR YOUR LIBRARY

- CAMP CATERING**, by the Hildebrands **\$1.25**
A cook book for all campers, hikers, canoeists, and other outdoor-minded people. Contains suggested marketing lists for large groups of people, menus, and recipes. Illustrated with humorous line drawings by Milton Hildebrand. The Hildebrands are experienced campers, and their books have sold widely.
- THE CANDLE BOOK**, by L. M. A. Roy **\$2.00**
The first of a series of photographic books on crafts, this book tells in detail about the process of making tallow candles. Particularly valuable for craft classes in camps.
- WITH PUPPETS, MIMES AND SHADOWS** **\$1.50**
by Margaret K. Soifer
"The author goes to the roots of successful play production for children in the various forms—puppets, pageants, ballets, tableaux, or shadows. . . . Techniques of group playwrighting are discussed, and ten plays, each in a different medium, are included. Will be suggestive and stimulating to teachers and others working with children and young people." The Book list of the American Library Association.
- FIRELIGHT ENTERTAINMENTS** by Margaret K. Soifer **\$3.80**
"Within this little manual is an abundance of fresh and imaginative material for evenings out of doors. These programs are ideally adapted for use in camp, being based as they are upon picturesque and romantic types of outdoors people—there is the cowboy program, the gypsy, the Indian, the hobo, the lumberjack, the pioneer, the pirate, etc." Dr. Bernard S. Mason in The Camping Magazine.
- INTEGRATING THE CAMP, THE COMMUNITY AND SOCIAL WORK**, by L. J. Carr, Mildred A. Valentine, and Marshall H. Levy **\$2.00**
Just published is this study of an attempt to mobilize medical, social, and psychological techniques and all agency resources in the community for the adjustment of a selected group of "boys-in-trouble." It is an important and pioneer report of synthesizing the procedures of counseling, case work, group work. Includes many case histories.
- CHARACTER EDUCATION IN A DEMOCRACY**, **\$2.50**
by S. R. Slavson
The author of CREATIVE GROUP EDUCATION follows through with a practical plan of integrative education that translates democracy into educational techniques. Supplies a unified picture of society and the role of education in preserving democracy. New York Times comments, ". . . should be read by all American molders of youth." Procedures for building democratic citizens in the camp, club, school, church.
- ADVENTURING IN NATURE**, by Betty Price **\$6.00**
A pamphlet designed to meet the need of recreation leaders in stimulating and developing interest in Nature. Includes suggestions for simple collections, playground, nature museums, nature trails, informal exploring trips, nature clubs, games, handicraft and other activities. Invaluable handy guide for counselors, club leaders, recreation leaders.
- MOTHER GOOSE SONGS** by Charles Haubiel **\$1.25**
15 New Tunes Modernly Harmonized with full page illustrations and New Verses to the Famous Originals. The texts are stimulating to the imagination, and the melodies are simple enough to be used even in the kindergarten.
- CHILDREN'S MASTERWORK HOUR**, **\$1.00**
by Julia Cummings Sutton
35 programs of recorded music with descriptive comments regarding the composer, the composition and the interpreter. Dr. Frances Elliot Clark writes: "I have just read with great interest your programs for children. Thousands of children have grown up, missing the joy of these lovely tunes, and the literature of real child songs."
- COMPACT MUSIC HISTORY**, by Beatrice Oliver **\$1.00**
"In chart form, it is the finest at-a-glance presentation of music correlated with world historical events that has thus far been offered. Beginning with the year 476 A.D., it follows through, dividing the periods from the Middle Ages down to the present day. There is also a valuable bibliography for suggested continued study." Music Teachers Review.
- TESTED SENTENCES THAT SELL**, by Elmer Wheeler **\$3.75**
This new book is the result of years of work in testing sentences and sales techniques on millions of customers. The author shows you how to build your own selling sentences; how the slight twist of a word or phrase may make the difference between success and failure in selling a product.
- WORD MAGIC**, by Elmer Wheeler **\$2.00**
In this clever book, Elmer Wheeler shows you how to use exactly the right words or sentences to handle the delicate, hilarious, and embarrassing predicaments of everyday life. He presents 100 typical situations, challenges you to pick the right word or sentence, and gives an analysis of the correct answer.
- THE BUSINESS EXECUTIVE'S HANDBOOK**, **\$3.75**
by Stanley M. Brown
Here is a brand-new compilation of practical, usable business data, written with the needs of the executive in mind. The book contains seventeen complete sections and its text matter represents the equivalent of half a dozen ordinary books. Its wealth of material will save you time and money. Formerly \$7.50.
- WOODCRAFT**, by Bernard S. Mason **\$2.75**
Ernest Thompson Seton says: "Mason has prepared a new work on the subject of woodcraft in which field he has made himself a master. . . . I predict for Mason's 'Woodcraft' a great and continued success. It is bound to be rated as an essential guide in every camp and camping trip of the folks who love to go forth for a spell of the wilderness."
- SOCIAL GAMES FOR RECREATION**, **\$2.50**
by Bernard S. Mason and E. D. Mitchell
The age-old question, "What shall we play?" is fully answered in this comprehensive collection of social games and activities. Containing over 1,200 individual games for use at home, school, club or camp, it is without question the most complete source book for materials on social recreation now available. It is a companion volume to "Active Games and Contests."
- ACTIVE GAMES AND CONTESTS**, **\$3.00**
by Bernard S. Mason and E. D. Mitchell
Here is an original and unique approach to the practical problems facing the play and camp leader today. In one volume, over 1,800 games and contests covering the field of active play are classified and described. Practically all play activities of an active nature are included, so that a selection can be made to fit almost any occasion that may arise. A companion volume to "Social Games for Recreation."
- PRIMITIVE AND PIONEER SPORTS**, **\$2.50**
by Bernard S. Mason
Here is a collection of picturesque outdoor sports that should appeal strongly to camp directors—sports very ancient yet very new in their use in the recreational circles. Camp directors and counselors should find these pages right down to the level of their interests.
- DRUMS, TOM-TOMS AND RATTLES**, **\$2.50**
by Bernard S. Mason
The text is superbly illustrated with line drawings illustrating the designs, the technique of making the drums, and the assembly of the completed drums. This book will be particularly valuable in camps and recreation centers not only as activity material but also for library use.

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Group Work

(Continued from Page 23)

sponsibility is, of course, the protection of life, and children should be prevented from taking any risks that would jeopardize life or limb.

Although some sentimental idealists might not agree, I think those of us who have had plenty of experience with youngsters know that occasionally they are like brutes. They sometimes derive great delight from a fine type of mental torture such as teasing shy youngsters, ridiculing the incompetent, and picking on queer kids. The camp director and his staff are responsible not only for the protection of life, but personality, and are obligated to protect children against the kind of exploitation that I have indicated. Moreover, children are often destructive of property and adults owe it not only to the camp, but to the children to see to it that this destructiveness is not permitted. If because of a strange educational theory, adults say they put personality above property and, therefore, they permit the destruction of property by a group of youngsters who have temporarily run wild, the adults are forgetting that they are not training children educationally for future social living. Nowhere in our adult community can one with impunity destroy private property and the camp has an obligation for teaching that lesson as well as the lesson of freedom.

We know that many youngsters desire the kind of freedom which means absence of strong adult controls or leadership. Many years ago I knew a young man who scornfully rejected my suggestion that he and his little group of friends attend a Y.M.C.A. camp of which I was director. He answered that he didn't need anybody to tell him what to do and when to do it. He said, "We are going to have our own camp on the Susquehanna". He had never been to an organized camp and knew nothing about such camps, and no persuasion could convince him that our boys had a good time. His crowd of five established a little camp on the Susquehanna and they were entirely free from controls. They ate when they felt like it, slept as long as they wanted, and swam when the spirit moved them. There wasn't a good swimmer in the crowd, and the result of their freedom was that in the second week of camp one of their boys drowned. I might paraphrase a statement of John Dewey's, "There is no education in getting drowned".

I know I need not convince this group that the discipline of strong leadership is important in a camp for children, but I think it should be emphasized that leadership is not inconsistent with democratic life. In normal activities those of us who are competent are leaders in one field, and we are followers in other fields where we have not so much to contribute.

In our camps we are striving to develop the attitude needed in a democracy that will recognize the place of free choice and the planning of activities by the youngsters themselves. Democratic life puts the responsibility on the citizens to choose their values and on groups to determine social aims.

If we learn by doing, we learn to make big decisions by making a series of little ones. In the camping situation such little decisions consist in planning trips, making handcraft objects, taking responsibility for the care of the cabin or tent, deciding what sport one is going to engage in and what part he will play in a group project. It is the repeated practice of making these little decisions which gives the citizen in a free society the ability to make his choices as an adult.

There are millions of youngsters in the world today who are having an activity program which provides fun, interest, physical exhilaration, and even spiritual exaltation. These are the millions of youngsters who are enrolled in the Ballila, the Hitler Youth, and the Young Communists' organization of the Soviet Union. They are regimented by the state, and since the leaders understand the kind of activities enjoyed by children, they are having a good time.

Only last month Hitler said, in speaking of the control of the Nazi state over the young people, "German youth will never be free in their life time, but they are happy".

Some of my friends, returning from Europe, having responded to the thrilling spectacle of the mass program of the totalitarian states, have criticized American youth programs and the liberal ideals for which we stand in group work and camping. They have lost sight of the objective and are impressed only with the means.

A free democratic program is difficult to administer. It takes resourcefulness, patience, and time. It is never so impressive as the programs based on uniformity, but its results are like a harvest rather than a building.

I once heard the late Newton D. Baker use a simile in comparing autocracy with democ-

racy which I found striking and useful. He was comparing the ability of an autocratic government to go promptly into action and to execute its plans without consulting the citizens, with the relatively ineffective way in which democracies slowly make up their minds and then proceed with something like trial and error to execute their purposes. He said, "Autocracy is something like a great trans-Atlantic liner, highly organized, and directed by one supreme commander. It is speedy, comfortable, and efficient when everything is going well, but if it strikes an obstacle, it may sink with all hands on board. Democracy is something like a raft. It is slow and inefficient; on it one is never comfortable and one's feet are always in the water, but the comforting thing about a raft is that it never sinks."

If you have any doubts about the results of the American way of training youth, let me quote to you what Major George Fielding Eliot has to say in that very significant book, *The Ramparts We Watch*. Bear in mind that Major Eliot is interested at this point merely in the value of discipline and resourcefulness as a means of national defense. I quote:

"However, our army possesses one tremendous asset—men familiar with mechanical and electrical appliances and equipped with energy and initiative. American young men grow to manhood surrounded by the machine age. Almost all of them have their particular devotion to aviation, automobiles, ships, railways, radio, electricity, or photography. In war perfection in the use of these things may mean the difference between defeat and victory.

"Furthermore, the American boy does not march daily in regimented ranks; he does not live in an atmosphere of nameless terror; he does not grow up unable to think and plan for himself.

"And this, in war, gives him an inestimable advantage. For war today calls for self-reliance, initiative, and the ability to act without the guiding word of authority. Never before have the responsibilities of the leaders of small groups of infantry been so great; never has so much depended upon the correct appreciation of a complex situation by one young man as may depend in modern war on that of a single airplane pilot.

"These nations which, for the sake of political uniformity, have bludgeoned these qualities out of the souls of their young men, have

made of them a horde of mechanical robots, formidable in mass but helpless when word from above can no longer reach them amid the confusion of battle."

You and I, of course, are not interested in camping primarily as a means of contributing to the national defense, but in these unsettled times, when no one can be sure of our security from an attack, it is heartening to hear one of America's outstanding experts in military affairs tell us that our traditional belief in freedom in the long run makes for the kind of resourcefulness which is our strongest safeguard.

If I have seemed to indicate only good aspects of group activities, that is because we have not heretofore been fully aware of the possibilities in group work. Any fair statement, however, of the educational outcome of group work should warn us that too great emphasis on the group and too great submission of the child to the group have their disadvantages. Group dominance makes for uniformity, and it is not the uniformity of excellence. It is the uniformity of mediocrity. Groups have biases, and the youngster who has been trained to regard too highly what the group thinks is likely to take over its petty prejudices for his own. The individual who is too thoroughly a group individual lacks the self-reliance which is essential to meaningful character.

It becomes the responsibility, then, of the camp director and his staff, while utilizing every opportunity afforded by the group to develop a socialized individual, also to encourage that individual self-reliance without which there is no personal excellence.

In its very nature a discussion of education through group work in camping is likely to be somewhat abstract, academic, and dull, and if it leads the camp director to assume too serious and ponderous an attitude toward his camp, it will have defeated its purpose. Youngsters do not come to camp to be educated, socialized, or democratized. They come for fun, friendship, new experiences, and change of scene. The good camp will provide fun in unlimited quantities, but it will give the child the sense of pleasure in living and working with others. The good camp will develop the child physically by athletics and aquatics and in the great range of activities such as camping and canoeing trips which are the normal part of a camp program. A good camp program will provide plenty of group activity in handcrafts, the mu-

sical arts, dramatics, and nature study, but it will also develop in the individual a desire to engage in these things on his own account. Finally the good camp will encourage boys and girls to spend some of their time in solitude and to learn to develop the tranquility which comes from appreciation of the beauties of nature.

In short the good camp recognizes the fundamental nature of group experience in a democracy; it stresses group experience, but it also recognizes that groups exist for the individual. It does not permit the individual to be swallowed up in the group nor dominated by its standards. It is the individual through his character, responsibility, and service who will maintain and extend the finest standards of American life.

Parents and Counselors

(Continued from Page 18)

I give only a short excerpt: The opening paragraphs of Miss Wardley's article hit the nail right on the head and I feel sure would impress parents as being just plain, practical common sense—

"In a consideration of the qualifications essential to success in any branch of activity it is found that there are in almost every case certain fundamentals, absolutely requisite and not always superficially noticeable. In camping we might refer to those fundamentals as the three great loves ever would-be counselor must possess before even a single thought should be given to camping as a profession. They are:

"First: Love for children, not only nice, amiable, well-behaved, and well-mannered children, but for the ones we may be tempted at times to label as perverse.

Second: Love for the outdoors, not only on sunshiny, blue-skyed days when the water sparkles and the wind blows fresh, but for the outdoors on the fifth day of a so-called three-day rain, when everything is muddy and damp and cold, and there is no comfort anywhere unless we wrest it from nature by sheer force.

Third: Love for hard work. After a summer at camp this will be clearly understood for being a camp counselor is really a twenty-four hour a day job.

If you have one or two of these great loves and not all three you may think you'd like to be a counselor, but you really wouldn't."

Speaking of the twenty-four-hour job of being a camp counselor, you undoubtedly have

been wondering why parents have said so much regarding counselor attitude, personality, leadership, etc., and so little regarding skill and technique in games, activities and varied interests. This is not an indication that they consider it unimportant for counselors to have a fair knowledge of some given sport or skill and the ability to share that knowledge with the campers, but I believe it *is* an indication that they consider it of secondary importance in counselor qualifications.

In summing up what parents expect from counselor and bearing in mind that organized camping, as one writer has said "is essentially a social existence in which much more importance is placed on the group than on any one individual" let us consider *these ten high points*—good health, cleanliness of mind and body, emotional maturity, spiritual insight and an understanding heart, teachableness, selflessness, joy in work, knowledge of certain skills and the ability to impart knowledge, an alertness to the physical well being and safety of the campers, and true sportsmanship. Finally, never lose sight of the fact that in your hands has been placed for the time being the molding of the lives of the girls or boys entrusted to your care. When chosen to be a counselor, consider it your opportunity to be an inspiration and wise guide.

Control From The Rear

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planning through cooking, serving, and cleaning up has been an opportunity for several girls to occupy positions of leadership and responsibility.

Control from the rear at first would seem to make the counselor's life the easy one of a guest or a spectator. A spectator? The counselor certainly is. A spectator who must know when to stay in the background and when to come forward with tactful suggestions, when to encourage and when to admonish. Without appearing to, the counselor must check every detail to make sure that everything is all right. Frequently the counselor must decide in a split second whether to let the girl learn by making mistakes or whether the mistake would be too costly for the welfare of the group. Though control from the rear is a difficult job for the counselor, it is eminently worth while.